



Schoolwide Plan Program (SWP)

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Mission Early College High School	43-69674-0135970	April 17, 2026	June 11, 2026

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to

California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Mission Early College High School for meeting ESSA's planning requirements for Schoolwide Plan Program (SWP) in alignment with the LCAP and other federal, state, and local programs.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting the ESSA's planning requirements for Schoolwide Plan Program (SWP) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

The purpose of this school plan is to utilize resources and funds to support the educational outcomes of our students, in accordance with the District's LCAP goals and priorities. The plan identifies five goals that are focused on improving literacy and mathematics achievement, as well as supporting the development of the whole child. This is accomplished, specifically, through activities/strategies designed to improve student performance through the use of school funds and resources. Based on District and school data, the areas that are addressed are: 1) English language arts; 2) mathematics; 3) four-year college eligibility; 4) access to technology; and 5) student social-emotional learning, wellness, and connectedness to improve graduation rate and retention. While our actions and strategies are for all students, the focus of the actions will primarily benefit our unduplicated students (EL, Low SES, foster, homeless) as we work to improve student outcomes and performance.

Educational Partner Involvement

How, when, and with whom did your Mission Early College High School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The SPSA was created through the efforts of all MECHS community stakeholders, including students, parents, staff, and administration. Feedback was facilitated through the School Site Council meetings where all stakeholders were invited to attend and participate. Additionally, school data was collected and analyzed for the 2023-24 and 2024-25 school years. The SPSA was reviewed and revisited several times over the year to assess progress towards meeting goals based on available data. Information was shared with the School Site Council on 10/15/25, 3/27/26, and 4/17/26. Updates may be made as needed during the school year to accommodate necessary services and supports for implementation of the SPSA. ELAC committees are required where there are 20 or more students classified as English learners. MECHS has only 2 EL students and, therefore, an ELAC committee is not in place.

Dashboard data is reviewed annually with the staff, students, parents and community members at faculty, whole school, PTSA, and School Site Council meetings.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI only.

MECHS is not an ATSI/TSI/CSI School. This section is not applicable at this time.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Overall Suspension rate improved from "orange" rating for MECHS for the 23-24 school year to "blue" rating for the 2024-2025 school year in which there were no suspensions.

MECHS will continue to address student behaviors with respect to their conduct, mental health and overall wellbeing, and provide them appropriate supports.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

There was no subgroup whose performance was two or more levels below the "all student" performance.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

None at this time.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Mission Early College High School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	%	%	0.53%			1
African American	12.17%	12.02%	14.21%	23	22	27
Asian	31.22%	30.60%	22.63%	59	56	43
Filipino	4.23%	3.83%	3.68%	8	7	7
Hispanic/Latino	22.75%	26.23%	33.68%	43	48	64
White	22.75%	21.86%	19.47%	43	40	37
Multiple/No Response	6.35%	5.46%	5.79%	12	10	11
Total Enrollment				189	183	190

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 9	43	30	53
Grade 10	46	44	39
Grade 11	61	50	50
Grade 12	39	59	48
Total Enrollment	189	183	190

Conclusions based on this data:

1. Limited race/ethnicity classifications provides overrepresentation for some groups, and appears to skew demographic data. For example, many Middle Eastern and/or North African students who are not usually considered Black/African American, use "white," "Asian" or "Other Asian" classification.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	9	4	2	4.5%	4.8%	1.1%
Fluent English Proficient (FEP)	95	92	99	15%	50.3%	52.1%
Reclassified Fluent English Proficient (RFEP)	65	67		29.6%	34.40%	

Conclusions based on this data:

1. Steady increase in the number of students attending who have been RFEPd
2. Greater number of students at RFEP level (36% of students) as compared to FEP and EL
3. EL percentage seems reasonable given the minimum EL level needed for mainstream English only classes within the high school. No SDAIE or EL courses offered

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	39	59	49	38	59	49	38	59	49	97.4	100	100
All Grades	39	59	49	38	59	49	38	59	49	97.4	100	100

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	2647.	2713.	2696.	44.74	61.02	61.22	28.95	32.20	26.53	21.05	6.78	6.12	5.26	0.00	6.12
All Grades	N/A	N/A	N/A	44.74	61.02	61.22	28.95	32.20	26.53	21.05	6.78	6.12	5.26	0.00	6.12

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	28.95	57.63	63.27	60.53	42.37	34.69	10.53	0.00	2.04
All Grades	28.95	57.63	63.27	60.53	42.37	34.69	10.53	0.00	2.04

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	36.84	67.80	55.10	60.53	32.20	30.61	2.63	0.00	14.29
All Grades	36.84	67.80	55.10	60.53	32.20	30.61	2.63	0.00	14.29

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	18.42	33.90	38.78	73.68	64.41	59.18	7.89	1.69	2.04
All Grades	18.42	33.90	38.78	73.68	64.41	59.18	7.89	1.69	2.04

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	34.21	50.85	48.98	55.26	47.46	44.90	10.53	1.69	6.12
All Grades	34.21	50.85	48.98	55.26	47.46	44.90	10.53	1.69	6.12

Conclusions based on this data:

1. Approximately 61% of students exceeded ELA standards.
2. Approximately 32% of students met ELA standards.
3. There were approximately 6% of students who nearly met standard which is a slight improvement over the previous year. Percentage of students that performed below standard was also 6% which is higher than the previous year. As there is no correlation between the 2024 and 2025 student groups, this may be due to the deliberate concerted effort to recruit students who may not necessarily be high performing, but who have the desire and capability of growing into their potential.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	39	59	49	38	59	49	38	59	49	97.4	100	100
All Grades	39	59	49	38	59	49	38	59	49	97.4	100	100

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	2589.	2669.	2635.	21.05	30.51	30.61	21.05	28.81	18.37	23.68	30.51	22.45	34.21	10.17	28.57
All Grades	N/A	N/A	N/A	21.05	30.51	30.61	21.05	28.81	18.37	23.68	30.51	22.45	34.21	10.17	28.57

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	26.32	42.37	40.82	39.47	50.85	34.69	34.21	6.78	24.49
All Grades	26.32	42.37	40.82	39.47	50.85	34.69	34.21	6.78	24.49

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	21.05	28.81	30.61	57.89	64.41	48.98	21.05	6.78	20.41
All Grades	21.05	28.81	30.61	57.89	64.41	48.98	21.05	6.78	20.41

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	15.79	25.42	28.57	65.79	67.80	59.18	18.42	6.78	12.24
All Grades	15.79	25.42	28.57	65.79	67.80	59.18	18.42	6.78	12.24

Conclusions based on this data:

1. Approximately 31% of students exceeded Math standards
2. Approximately 18% of students met Math standards which is a decrease of about 10% from the previous year.
3. The Applying Mathematical Concepts and Procedures section of the test is the area of greatest challenge for students as it reflects the greatest percentage of students performing below standard.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	*	*		*	*		*	*		4	*	
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*		*	*		*	*		*	*		*
All Grades										7	6	*

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	*	*		*	*		*	*		*	*		*	*	
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*		*	*		*	*		*	*		*	*		*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	*	*		*	*		*	*		*	*		*	*	
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*		*	*		*	*		*	*		*	*		*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	*	*		*	*		*	*		*	*		*	*	
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*		*	*		*	*		*	*		*	*		*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	*	*		*	*		*	*		*	*	
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*		*	*		*	*		*	*		*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	*	*		*	*		*	*		*	*	
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*		*	*		*	*		*	*		*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	*	*		*	*		*	*		*	*	
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*		*	*		*	*		*	*		*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	*	*		*	*		*	*		*	*	
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*		*	*		*	*		*	*		*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1. Currently, there are only two students at MECHS who are identified as English learners (EL), and one has recently been reclassified (RFEPd). As a result, MECHS does not have ELPAC data to analyze.

School and Student Performance Data

Student Population

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
183	33.3%	2.2%	0.5%
Total Number of Students enrolled in Mission Early College High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	4	2.2%
Foster Youth	1	0.5%
Homeless	1	0.5%
Socioeconomically Disadvantaged	61	33.3%
Students with Disabilities	4	2.2%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	22	12%
American Indian	0	0.0%
Asian	56	30.6%
Filipino	7	3.8%
Hispanic	48	26.2%
Two or More Races	10	5.5%
Pacific Islander	0	0.0%
White	40	21.9%

Conclusions based on this data:

1. The Race/Ethnicity categories do not capture all students given the total student enrollment number is not met with these specific subgroup categories and numbers.

2. Need expanded race/ethnicity options.
3. Underrepresentation of Hispanic/Latinx students (26%) when compared with overall District percentage (37%).

School and Student Performance Data

Overall Performance

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Graduation Rate  Blue	Suspension Rate  Blue
Mathematics  Green		
English Learner Progress  No Performance Color		
College/Career  Blue		

Conclusions based on this data:

1. Overall, the majority of students are meeting the performance standard in ELA, reflected in the performance rating of "green" although there was a decrease in the percentage of students from the previous year. Math performance level is also "green" and experienced a decrease from the previous year as well.
2. There was a change in the dashboard performance color for the suspension rate which was previously "green" and is now "blue." This was the result of having zero suspensions for the 2024-2025 school year.
3. The "blue" performance level for Graduation Rate and College/Career reflect the achievement of 100% of students meeting those goals.

School and Student Performance Data

Academic Performance English Language Arts

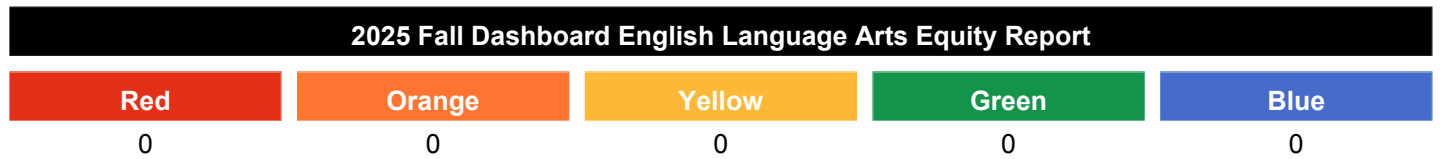
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Green 113.4 points above standard Declined 16.7 points 49 Students	English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  No Performance Color 118.4 points above standard Maintained -0.1 points 16 Students

Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  No Performance Color 112.7 points above standard 15 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 165.8 points above standard Increased 24.2 points 11 Students

Conclusions based on this data:

1. Student ELA performance increased significantly from the prior year's student cohort.
2. 100% of the students were tested and 93% met/exceeded proficiency.

School and Student Performance Data

Academic Performance Mathematics

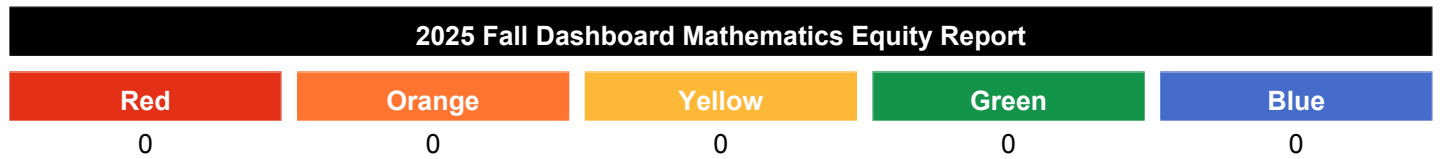
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Green 7.8 points above standard Declined 33.9 points 49 Students	English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  No Performance Color 22.9 points below standard Declined 38.9 points 16 Students

Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  No Performance Color 59.7 points below standard 15 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 108.9 points above standard Increased 61.7 points 11 Students

Conclusions based on this data:

1. Student math performance declined from the prior year's student cohort but, overall, performed almost 8 points above standard.
2. 100% of students participated in the test and 49% met/exceeded standard.

School and Student Performance Data

Academic Performance Science

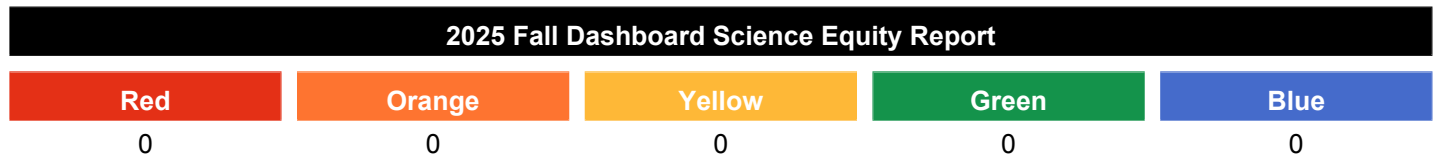
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Science assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students  Blue 67.4 science points Increased 12.7 points 106 Students	English Learners  No Performance Color 63.1 science points 12 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Socioeconomically Disadvantaged  No Performance Color 65.5 science points 35 Students

Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	African American  No Performance Color 55.8 science points 13 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 71.6 science points 34 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Hispanic  No Performance Color 62.1 science points 25 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 75.9 science points 27 Students

Conclusions based on this data:

1. Overall, students received 67.4 science points representing an increase from the previous year, resulting in a performance level of "blue."
2. Data for specific subgroups receives no color ranking due to the small number of students in the subset.

School and Student Performance Data

Academic Performance English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 No Performance Color making progress. Number Students: 2 Students	 No Performance Color making progress. Number Students: 2 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level

Conclusions based on this data:

1. Two students with moderately developed performance on the ELPAC.
2. One student with somewhat developed performance on the ELPAC.

School and Student Performance Data

Academic Performance College/Career Report

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

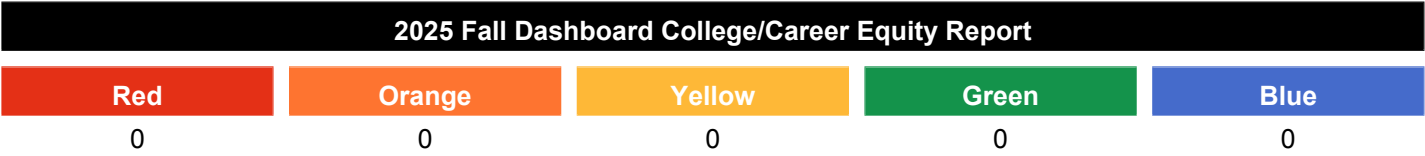
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students  Blue Prepared 100% Maintained 58 Students	English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Socioeconomically Disadvantaged  No Performance Color Prepared 100% Maintained 27 Students

Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	African American  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Prepared 100% 24 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Hispanic  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Prepared 100% 16 Students

Conclusions based on this data:

- 100% of students in the senior class met A-G eligibility for four-year colleges and universities.
- Due to the very low number of total students in the senior class, performance by race was not able to be reported on the dashboard.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students

English Learners

Long-Term English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1. No data reported for chronic absenteeism

School and Student Performance Data

Academic Engagement Graduation Rate

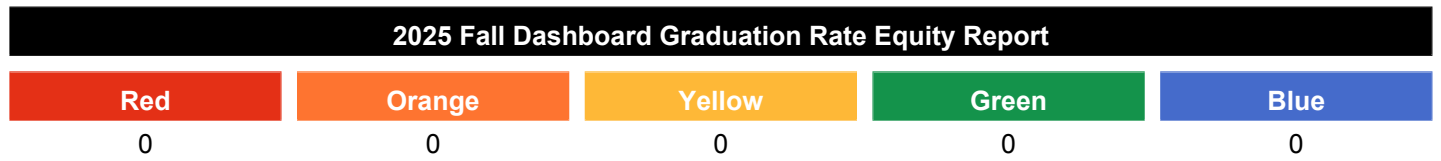
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students  Blue 100% graduated Maintained 0% 58 Students	English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Socioeconomically Disadvantaged  No Performance Color 100% graduated Maintained 0% 27 Students

Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	African American  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 100% graduated 24 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Hispanic  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 100% graduated 16 Students

Conclusions based on this data:

1. Raw data shows 100% of all seniors graduated.
2. Due to the very low number of total students in the senior class, performance by race was not able to be reported on the dashboard.

School and Student Performance Data

Conditions & Climate Suspension Rate

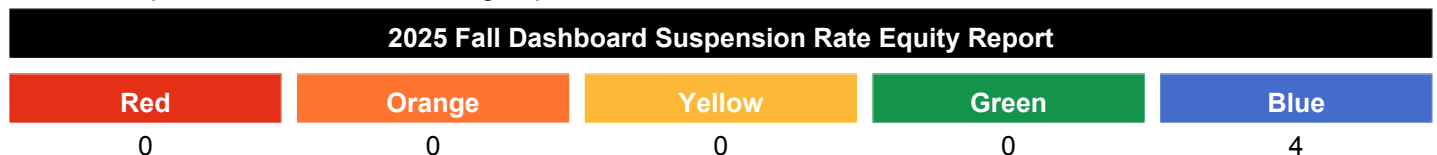
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students Blue 0% suspended at least one day Declined 2.6% 184 Students	English Learners No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Long-Term English Learners No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Socioeconomically Disadvantaged Blue 0% suspended at least one day Declined 3.8% 68 Students

Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	African American  No Performance Color 0% suspended at least one day Maintained 0% 23 Students	American Indian  No Performance Color 0 Students
Asian  Blue 0% suspended at least one day Declined 1.7% 56 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Hispanic  Blue 0% suspended at least one day Declined 2.3% 48 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Pacific Islander  No Performance Color 0 Students	White  Blue 0% suspended at least one day Declined 7% 40 Students

Conclusions based on this data:

1. The data shows that zero students received suspension.
2. Suspension data does not reflect disproportionately on historically underserved populations or those furthest from opportunity.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

English Language Arts (ELA)

Each student will make progress and we will reduce achievement gaps between higher and lower performing students towards mastering California State Standards as measured by the state assessment (CAASPP/SBAC). Students who previously scored not/nearly proficient will improve ELA CAASPP performance by at least one level; and students who previously scored met/exceeds proficiency will at least meet proficiency

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goals:

1. All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and accelerate achievement of historically underserved student groups to narrow opportunity gaps.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The data shows a need for focused efforts to improve outcomes for historically underserved student groups. Significant performance gaps exist, specifically, for African American and Latinx students compared to Asian and white students. African American student proficiency is at 17% (1/6), and Latinx is at 64% (7/11). We will improve African American student performance to at least 65% (4/6) and Latinx student performance to at least 70% (8/11) proficiency.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
End of year CAASPP/SBAC (ELA)	60% of the current 2025-2026 11th grade cohort previously met/exceeded proficiency. 39% (19/49) students performed below proficiency or did not take the test.	At least 60% (29/49) of all students will meet/exceed proficiency on the ELA SBAC
End of year CAASPP/SBAC (ELA)	17% (1/6) of AA students tested proficient in ELA with 50% (3/6) never having taken the test.	At least 65% (4/6) of AA students will meet/exceed proficiency on the ELA SBAC.
End of year CAASPP/SBAC (ELA)	64% (7/11) of LX students tested proficient with only 9% (1/11) never having taken the test.	At least 70% (8/11) of LX students will meet/exceed proficiency on the ELA SBAC.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Utilize CAASPP interim assessments to provide students opportunity to practice SBAC tasks	All students	None Specified

1.2	Provide and update supplementary instructional materials to ELA and/or SS	All students	1,000.00 Targeted Allocation 4000-4999: Books And Supplies Materials, supplies
1.3	Purchase books, magazines, subscriptions, licenses, videos or other relevant materials for classroom libraries and Book Room to support students' literacy development in ELA and/or SS	All students	1,000.00 Targeted Allocation 4000-4999: Books And Supplies Professional development, conferences, travel, substitutes
1.4	Provide tutors in English and/or Foundations classes	All students	None Specified
1.5	Provide opportunities for field trips to enhance learning and expose students to places, events, and activities with historical and literary relevance	All students	3,026.00 Targeted Allocation 5000-5999: Services And Other Operating Expenditures Travel, Transportation, Food
1.6	Provide teachers release time for professional development, collaboration, class observations, etc.	All students	1,657.00 None Specified 1000-1999: Certificated Personnel Salaries Professional development, substitutes
1.7	Provide SBAC Achievement Award for students who meet/exceed standard on CAASPP/SBAC ELA test	All students	500.00 Targeted Allocation 4000-4999: Books And Supplies Materials
1.8	WASC Recommendation: School-wide use of Common Core State Standards to plan and assess student learning to ensure all students achieve 21st century learning goals	All students	
1.9	WASC Recommendation: Teacher consensus regarding school-wide practices for instruction and assessment to increase equitable outcomes for students	All students	

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

In order to specifically address student preparedness for the CAASPP/SBAC assessment, teachers used the CAASPP interim assessments. Students were provided focused opportunities to become familiar with the tasks and writing prompts. Alternative schedules were used to provide time for teachers to work with students over a three month period. We believe that as a direct result of the time put into preparing students for the exam, 100% of students participated in the ELA test.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet this goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Although the proficiency performance rate reached 80% for the previous year's (2025) student cohort, our goal is to assess the improvement of the student cohort being tested for this year. Understanding the challenge of comparing the performance of two different cohorts, and the disconnect related to their respective outcomes, the goal is more accurately designed to help students improve from their most recent SBAC performance (8th grade for most). This allows for the analysis of relevant data in order to compare "apples to apples."

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Mathematics

Students who previously scored not/nearly proficient will improve math CAASPP performance by at least one level; and students who previously scored met/exceeds proficiency will at least meet proficiency. 60% of all students will meet/exceed proficiency on the CAASPP.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goals:

1. All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and accelerate achievement of historically underserved student groups to narrow opportunity gaps.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The data shows a critical need for focused efforts to improve outcomes for historically underserved student groups. Significant performance gaps exist, specifically, for African American and Latinx students compared to Asian and white students with a 63 to 68 point performance gap. African American student performance is at 22%, and Latinx is at 27%, both well below the school average of 49%. We will improve African American student performance to at least 33% (2/6) and Latinx student performance to at least 45% (5/11) proficiency.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
End of year CAASPP/SBAC (math)	51% of the current 2025-2026 11th grade cohort previously met/exceeded proficiency. 49% (24/49) students' performed below proficiency or did not take the test.	At least 60% (29/49) of all students will meet/exceed proficiency on the math SBAC
End of year CAASPP/SBAC (math)	0% (0/6) of AA students tested proficient in math with 50% (3/6) never having taken the test.	At least 33% (2/6) of AA students will meet/exceed proficiency on the math SBAC.
End of year CAASPP/SBAC (math)	45% (5/11) of LX students tested below proficiency with only 1/11 never having taken the test.	At least 60% (7/11) of LX students will meet/exceed proficiency on the math SBAC.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Purchase books, magazines, subscriptions, licenses, videos or other relevant materials to support students' understanding and improvement of math skills	All students	1,000.00 Targeted Allocation 4000-4999: Books And Supplies Licenses
2.2	Provide opportunities for field trips to enhance learning and expose students to places, events, and activities with STEM relevance.	All students	1,000.00 Targeted Allocation 5000-5999: Services And Other Operating Expenditures Travel, transportation, food.
2.3	Provide peer tutoring for students needing additional math support	All students	None Specified
2.4	Provide embedded tutors in math and/or Foundations classes	All students	None Specified
2.5	Provide and update supplementary instructional materials	All students	1,000.00 Targeted Allocation None Specified Website, student orientation
2.6	Provide teachers release time for professional development, collaboration, learning walks, class observations, etc.	All students	1,000.00 None Specified 1000-1999: Certificated Personnel Salaries Professional development, substitutes
2.7	Provide SBAC Achievement Award for students who meet/exceed standard on CAASPP/SBAC math test	All students	500.00 Targeted Allocation 4000-4999: Books And Supplies Materials
2.8	WASC Recommendation: School-wide use of Common Core State Standards to plan and assess student learning to ensure all students achieve 21st century learning goals.	All students	
2.9	WASC Recommendation: Teacher consensus regarding school-wide practices for instruction and assessment to increase equitable outcomes for students.	All students	

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

In order to specifically address student preparedness for the CAASPP/SBAC assessment, teachers used the CAASPP interim assessments. Students were provided focused opportunities to become familiar with the tasks and tools within the math test, along with reviewing the various formulas that are needed to solve the problems. Alternative schedules were used to provide time for teachers to work with students over a three month period. We believe that as a direct result of the time put into preparing students for the exam, 100% of students participated in the math test, which is a first for MECHS.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The proficiency performance rate reached 49% for the previous year's student cohort. Our goal is to assess the improvement of the student cohort being tested for this year. Understanding the challenge of comparing the performance of two different cohorts, and the disconnect related to their respective outcomes, the goal is more accurately designed to help students improve from their most recent SBAC performance (8th grade for most). This allows for the analysis of relevant data in order to compare "apples to apples."

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

College and Career Readiness

Maintain a minimum of 90% of graduates meeting UC-CSU a-g admission requirements

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goals:

1. All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and accelerate achievement of historically underserved student groups to narrow opportunity gaps.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

UC-CSU a-g eligibility for four-year college admission. While our actions below are for all students, the focus of the actions will primarily benefit our unduplicated students (EL, Low SES, foster, homeless) as we work to improve outcomes in the area of A-G completion.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Aeries UC-CSU Eligibility Report/Data	100% of graduating seniors met a-g eligibility requirements	At least 90% of graduating seniors will meet a-g eligibility requirements.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Provide opportunities for college day events, visits, information workshops, counseling, speakers, etc., for students to gain greater exposure to post-secondary opportunities	All students	4,000.00 Targeted Allocation 5000-5999: Services And Other Operating Expenditures Travel, transportation, ticket fees, food
3.2	Offer elective class that provides students with college and career exploration and preparation opportunities	All students	None Specified Materials
3.3	Offer tutoring in academic support/Foundations class	All students	None Specified Academic support / Foundations class

3.4	Counselor/advisor will work with students in creation and annual review of 4-year grad plan	All students	None Specified
3.5	Provide staffing, tutors, support staff for homework club, Foundations class	All students	16,000.00 Targeted Allocation 2000-2999: Classified Personnel Salaries Non-instructional support

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

The strategies/activities were implemented as indicated within the plan. We were able to review student data and outcomes based on transcripts, graduation summary reports, and UC/CSU eligibility reports within Aeries. Based on these, we worked to advise students on academic requirements, ensure remediation of courses as needed, enroll students in the Academic Success course, and communicate with families as to student progress and performance.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet this goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will be providing funds to support staffing for academic support/Foundations class and tutoring of students.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Technology

Provide Access to Use of Technology.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goals:

1. All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and accelerate achievement of historically underserved student groups to narrow opportunity gaps.
2. All students will equitably receive the social emotional and behavioral support they need to be resilient, future ready, lifelong learners who think critically, solve problems collaboratively and are prepared to thrive in a global society.
3. SCUSD will partner with students and families, and with labor, business and community members to create and expand opportunities for students to be resilient, future ready, lifelong learners who think critically, solve problems collaboratively and are prepared to thrive in a global society.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

All students will have access to technology to support student learning and achievement. While our actions below are for all students, the focus of the actions will primarily benefit our unduplicated students (EL, Low SES, foster, homeless) as we work to provide technology to support academics in all areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
100% of students will receive a district provided device to use for their learning	100% of students received a district provided device	100% of students will receive a district provided device to use for their learning

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Provide students with equipment needed to support academic outcomes in high school and college classes including laptops, cameras, video equipment, calculators, software, etc.	All Students	3,000.00 Targeted Allocation 4000-4999: Books And Supplies Software, licenses, hardware, materials

Annual Review

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

We were able to effectively implement the strategies/activities listed within this goal. Specifically, digital cameras and calculators were purchased for students to use within their academic courses (art and mathematics).

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences between the intended implementation and the activities to meet the goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes will be made to this goal.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Social-Emotional Learning and Engagement

Implement social-emotional and academic supports to increase school connectedness, student retention, and graduation rate

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goals:

2. All students will equitably receive the social emotional and behavioral support they need to be resilient, future ready, lifelong learners who think critically, solve problems collaboratively and are prepared to thrive in a global society.
3. SCUSD will partner with students and families, and with labor, business and community members to create and expand opportunities for students to be resilient, future ready, lifelong learners who think critically, solve problems collaboratively and are prepared to thrive in a global society.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Provide opportunities for student social engagement and connectedness to peers, staff and school.

Improve school climate by providing activities and resources that build social-emotional wellness, and academic strength of students.

While our actions below are for all students, the focus of the actions will primarily benefit our unduplicated students (EL, Low SES, foster, homeless) as we work to improve wellness in the area of SEL, retention, and graduation rate.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Students electing to go/return to residence or other high school	3% of students (5 students) who started the 2025-2026 school year at MECHS will be transferring back to their residence high school for the 2026-2027 school year	No more than 5% of students will choose to transfer to another high school over the 2026-2027 school year
Uwill wellness website	99% of students (184/185) are registered with Uwill	At least 90% of students will be registered with Uwill

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
5.1	Work with district Attendance/Tuancy officer to follow up with students and families regarding tardies, absences and trancies.	All students	None Specified

5.2	School Counselor will facilitate SST's and academic interventions for students experiencing challenges personally or academically	All students	None Specified
5.3	Counselor, Registrar, Principal, Teachers will evaluate course completion rates quarterly and examine trends with respect to successful performance or failure	All students	
5.4	Teachers will administer SEL and CHKS surveys to gauge student perceptions and behavior and provide feedback regarding health and wellness	All students	None Specified
5.5	Teachers will administer MECHS generated survey to gauge student engagement and participation in clubs and school sponsored social events	All students	None Specified
5.6	Provide/utilize SEL strategies and/or curriculum in Phoenix and/or core/elective classes	All students	None Specified
5.7	Provide staff professional development around MTSS strategies and implementation	All students	None Specified
5.8	WASC Recommendation: Increase opportunities for student social experiences to create a sense of community in order to decrease student sense of isolation	All students	
5.9	WASC recommendation: Provide professional development to staff in multi-tiered systems of support and project based learning to meet the needs of under-performing students	All students	

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

The strategies/activities were implemented as indicated within the plan. We were able to review student data and outcomes based on feedback from staff regarding student academic performance, behavior, attendance, or other concerns. SST meetings were held and recommendations for appropriate supports made. We engaged in extensive work around developing our MTSS tiered supports with the District MTSS Program Coordinator. We were successful in maintaining our 100% graduation rate and student retention for grades 11 and 12. Social activities are in full swing with our student leadership and clubs holding record numbers of events to engage and connect students.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences between the intended implementation and budgeted expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

A potential significant change to this goal is the possible reimagining of student leadership & ASB due to the elimination of the vice principal position and reduction in teaching staff for the 2026-2027 school year. It will not be possible to provide the ASB Leadership class as has been done in previous years. Additionally, the MTSS coordinator position has been eliminated.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$34,683.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
None Specified	\$2,657.00
Targeted Allocation	\$32,026.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$34,683.00

Total of federal, state, and/or local funds for this school: \$34,683.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Targeted Allocation	32,026.00	0.00

Expenditures by Funding Source

Funding Source	Amount
None Specified	2,657.00
Targeted Allocation	32,026.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	2,657.00
2000-2999: Classified Personnel Salaries	16,000.00
4000-4999: Books And Supplies	7,000.00
5000-5999: Services And Other Operating Expenditures	8,026.00
None Specified	1,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	None Specified	2,657.00
2000-2999: Classified Personnel Salaries	Targeted Allocation	16,000.00
4000-4999: Books And Supplies	Targeted Allocation	7,000.00
5000-5999: Services And Other Operating Expenditures	Targeted Allocation	8,026.00
None Specified	Targeted Allocation	1,000.00

Expenditures by Goal

Goal Number
Goal 1
Goal 2
Goal 3
Goal 4

Total Expenditures
7,183.00
4,500.00
20,000.00
3,000.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 1 Classroom Teachers
- 1 Other School Staff
- 2 Parent or Community Members
- 1 Secondary Students

Name of Members	Role
Viola Smith	Principal
Kaitlin Black	Classroom Teacher
Carmen Padilla-Moran	Other School Staff
Jaza Ahmed	Secondary Student
Marizana Vasconcellos	Parent or Community Member
Joe Provencio	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on April 16, 2025.

Attested:

Viola Smith

Principal, Viola Smith on 04/17/2026

Joe Provencio

SSC Chairperson, Joe Provencio on 04/17/2026